

Microteach 2 Lesson Plan – Indirect Teach SAMPLE – Secondary

Name:

Grade Level: 9

Subject: Art

Unit Title: Art Movements

Lesson Title: Minimalism/Minimal Art

Next Generation Sunshine State Standards:

VA.912.C.2.4: Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

Learning Goal:

When shown ten images from multiple art movements, 9th grade art students will be able to identify Minimalism with 100% accuracy.

Essential Question:

How might minimalism art be related to other minimalism movements, such as literary minimalism and music minimalism?

Content:

- Minimalism is a major heading of an art movement popular in the 1960s and 70s.
- It incorporates artists such as Piet Mondrian and Frank Stella.
- As the name suggests, Minimalism's concept is using the fewest elements to create a bigger picture.
 - Simple shapes, colors, and lines are used to create the piece.
 - Some may have a bigger picture in mind, while others are more objective.

Key Vocabulary: minimalism, literalist art, ABC Art, geometric abstraction, cubic, metaphor, repetition

Procedures:

Engage:

- When class begins, break the students up into groups of two/three.
- Pass out a packet to each group. Within each packet is a painting and a set of directions for the assignment. **[ESOL STRATEGY: GROUP WORK]**
- Tell the students the following directions, and provide the directions in writing on a sheet of paper:
 - Choose a group member to keep notes on the sheet provided.
 - Take a close look at the painting given to your group.
 - As a group, think of anything you think characterizes it as a painting.
 - What type of lines and colors are used?
 - What is represented?
 - What else do you notice?
 - Be as detailed as possible, as we will be discussing this information as a class.

Explore:

- Give the groups about 5 minutes to collaborate.

Explanation:

- Choose a group to share first. Ask the group, “What did you notice about the painting?” **[DIVERGENT]** Have the group give their feedback and then ask the rest of the class “Is there anything we should add?” **[REDIRECTION]**
- Moving on to the next group, have them do the same as the group before and then reflect back on the first painting and compare/contrast them.
- Ask, “How are these two paintings alike?” **[DIVERGENT]** “How are these paintings different?” **[DIVERGENT]** Leave time for the students to respond. Wait a few moments and then ask the rest of the class, “What else could we add to these columns?” **[REDIRECTION, PROBING or PROMPTING depending on answers given]** Have a student write the responses on the board.
- Move on to the next group and continue this process until all paintings have been addressed.

Elaborate:

- Ask, “Which two paintings would you group together as being most similar?” **[CONVERGENT]** “Should a third or fourth be added to the two?” **[CONVERGENT]**
- Ask, “What characterizes this type of style?” **[DIVERGENT]**
- Write the final responses on the board.
- Ask, “What type of painting style is represented here?” **[CONVERGENT]**
- If no one knows the answer, tell the class that this style of painting is called Minimalism and was beginning in NYC in the 1960s.

Closure/Summary:

Ask students to state some of the characteristics of minimalism. Tell the students that Minimalism is just one of the art movements they will be discussing during the week. Let the students know that at the end of the week they will be shown ten images of the movements discussed and that they should be able to recognize them by merely looking at the images.

Assessment/Evaluation:

Given a test showing ten images from multiple movements, art students will be able to identify Minimalism with 100% accuracy.

Materials/Resources:

- ✓ One painting per group
- ✓ Direction sheets per group
- ✓ Paper for group thoughts
- ✓ Markers for writing on the board

References:

- ✓ Mittler G, Ragans R, Morman Unsworth J, & Scannell F. (1999). *Introducing Art*. 1st ed. USA: Glencoe McGraw-Hill.
- ✓ <http://understandingminimalism.com/introduction-to-minimal-art/>
- ✓ <http://dictionary.reference.com/browse/minimal+art>
- ✓ <http://www.britannica.com/EBchecked/topic/384056/minimalism>

Accommodations: Group work so that all students can assist each other in getting the task done. If possible, it would be helpful to include a bilingual student in the groups to verbally assist the EL student(s).